

Pre-Assessments

Pretests (multiple choice, fill in the blank, T or F, unit test)

Reading Inventories or Running Records

Essays, Short Answer, Journal Responses

Anticipation Guides

Student-led Conferences

Show Me Boards

Evaluate the Results to teach smarter

Structured Observations

Specific Purpose for Assessment

Mind Map or Web (Fill in a Web)

Evaluate the results with colleagues

Need data to drive instruction

Pre-Assessments

Tests from Textbooks

PURPOSE:

- To assess the knowledge and skills of the students
- To ensure that students meet the content goals
- To provide enrichment for students exceeding state or district standards

WHEN TO PRE-ASSESS:

- BEFORE the unit
- Anywhere from 1 day up to two weeks prior to instruction

DATA-BASED DECISIONS:

- Plan the unit – where to start, pacing
- Form flexible groups
- Determine instructional strategy
- Plan tiered assignments
- Plan anchor activities to enrich, re-teach, or compact

Pre-Assessment Strategy – Create-A-Cloze

Assessment Uses:

- Pre-Assessment or Activating Prior Knowledge
- Formative Assessment
- Summative Assessment

Grouping: Individual

Directions:

Create a passage or download a passage about the topic you will be studying. Delete key words within this passage and create a list of these words so that students have terms to choose from while trying to figure out which word goes in the blank. Students will use context clues and their prior knowledge to figure out which words go within the blanks.

Options: Use white out and draw a line to represent the missing word; delete words within computer passages and replace with a line; use the following websites to help you construct this type of pre-assessment:

www.er.uqam.ca/nobel/r21270/.../clozefreq/cloze_enter.html

<http://edhelper.com/cloze.htm>

Differentiation Addressed:

- Visual
- Verbal Linguistic, Intrapersonal
- **Bump It Up:** Do not provide a Word Bank; use more challenging vocabulary words that are “blanked” out.
- **Bump It Down:** Divide the cloze into paragraphs with a Word Bank for each paragraph; have fewer blanks.

Example of Create-A-Cloze:

Name _____

Date _____

American Revolution Summary Quiz

After the _____ War, King George III taxed the colonists heavily. He said that England needed more money because of the cost of the war. The colonists were forced to pay _____ to England although they had no representation in _____, the English governing body that makes the laws. They refused to pay a tea tax, and further expressed their anger over this tax by participating in the _____. The colonists especially hated the tax law called the Stamp Act, which caused them to _____ stamped goods.

As anger grew, both the colonists and the _____ prepared for war. On March 5, 1770, a crowd gathered around several British soldiers and shouted insults and threw rocks and snowballs at them. The soldiers opened fire, and three colonists were killed. This event became known as the _____. Some people became _____, or people who supported England. Some people became _____, or people who wanted freedom from England. The people who didn't support England were accused of committing _____. And there were some people who didn't support the war at all and remained _____.

The first major battle of the war was at Concord and _____. British soldiers marched on the colonists during the night, but _____ received a warning that the British were coming. He galloped across the countryside, warning the colonists. They were ready on a minute's notice, and therefore, got the nickname, _____. This was the first battle of the _____.

On July 4, 1776, the _____ was approved by members of the Continental Congress. The war went on for years, and soldiers in the _____ Army faced many hardships because they had few supplies, food, or clothing during the winters. But they continued to receive support from the colonists.

The American victory at _____ in 1781 forced the British to surrender. In 1783, the _____ was signed, and it named the United States as a new nation with a _____ government. It finally became _____, free from England.

Word Bank

independent	neutral	Lexington	Redcoats
democratic	Treaty of Paris	Patriots	French and Indian
taxes	Boston Tea Party	Continental	Boston Massacre
Paul Revere	treason	Loyalists	Revolutionary War
boycott	Minutemen	Parliament	Declaration of Independence
Yorktown			

Pre-Assessment Strategy – Go to Your Corners

Assessment Uses:

- Pre-Assessment or Activating Prior Knowledge
- Formative Assessment

Grouping: Small, random group based on self-evaluation

Directions:

Students are presented with the topic of study. They reflect on their level of knowledge, move to the appropriate corner (Know Very Little, Know Some, Know More, Know A Lot) and develop a chart of information about the topic.

Differentiation Addressed:

- Visual, Auditory, Kinesthetic
- Verbal Linguistic, Logical Mathematical, Visual Spatial, Bodily Kinesthetic, Interpersonal
- Content Readiness
- **Bump It Up:** Students generate questions about what they would like to learn using higher-level questions stems. (See question stems on Bloom's Chart)
- **Bump It Down:** Students generate questions about what they would like to learn using lower-level questions stems. (See question stems on Bloom's Chart)

Example:

TOPIC: Space Exploration.

TEACHER: Tell the students some of the concepts that go along with space study so they can evaluate how much they understand those vocabulary words or concepts. Then, they can move to their corners.

STUDENTS: They should be able to explain why they placed themselves in that corner (to the students who also are within that corner).

Pre-Assessment Strategy – Graffiti Chart

Assessment Uses:

- Pre-Assessment
- Formative Assessment
- Summative Assessment

Grouping: Individual or Small Group

Groups can be teacher-formed or student-formed, heterogeneous, homogeneous (by learning styles, multiple intelligences, readiness, or gender), or random

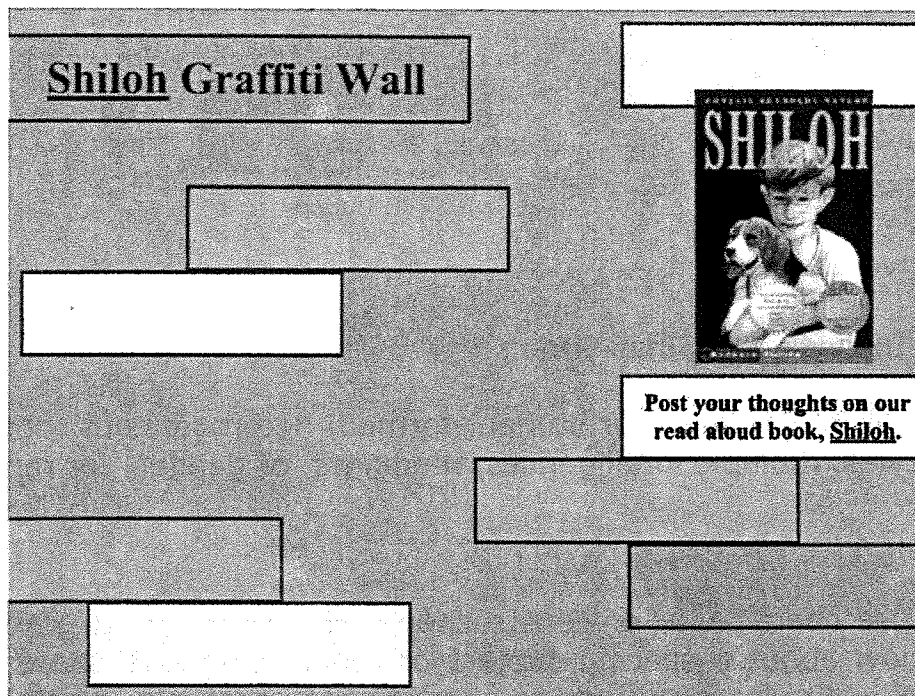
Directions:

Students can use chart paper or construction paper to design a graffiti chart of things they know about a specific subject or topic. Students share their chart orally or visually. Students can add to chart as they continue to gain knowledge throughout the unit of study. This could also be used as a priming strategy (do this activity 1 week before unit starts). Students can look through books and internet sites to gather information. This priming activity will help build background knowledge and visually report what they learned during this priming time before the unit started.

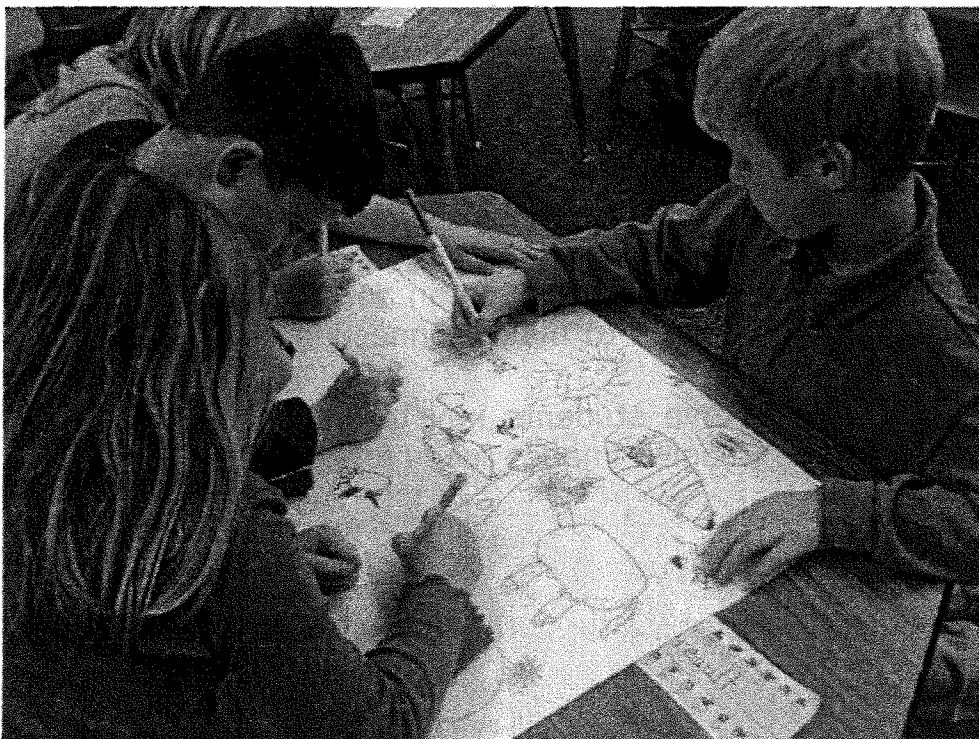
Differentiation Addressed:

- Visual, Auditory, Kinesthetic
- Verbal Linguistic, Logical Mathematical, Visual Spatial, Bodily Kinesthetic., Interpersonal
- Content Readiness
- **Bump It Up:** Have students include an analogy, a simile, or a metaphor to their chart; ask students to make connecting lines with other concepts on this graffiti chart.
- **Bump It Down:** Give students key terms to include on their chart; possibly have some Googled images ready for them to choose from.

SMART Board Example: www.kristenfoley.com



Classroom example: www.sad6.k12.me.us



Pre-Assessment Strategy – “Vote with Your Toes” Anticipation Guide

Assessment Uses:

- Pre-Assessment
- Formative Assessment

Grouping: Individual

Directions:

Create an Anticipation Guide with some key statements from the unit of instruction. Statements can be true or false. Students stand in rows of about 4-5 students and so their feet can be seen by the teacher. They read the statements silently as the teacher reads them orally. Teacher provides about 20 seconds of think-time before asking students to vote. Students turn their bodies so their toes face right for statements they believe to be true, and left for statements they believe to be false. Teacher observes to determine areas that need clarification.

Differentiation Addressed:

- Visual, Auditory, Kinesthetic
- Verbal Linguistic, Logical Mathematical, Bodily Kinesthetic, Interpersonal, Intrapersonal
- Content Readiness
- **Bump It Up:** Pair students together and have them provide reasoning to support their decisions.
- **Bump It Down:** Pair students together and allow them to read and discuss the statements prior to standing to vote.